DIVISION OF CHILD CARE AND EARLY LEARNING

STAFF DEVELOPMENT AND TRAINING PROGRAM REPORT

JUNE 2006

LICENSOR CORE TRAINING

GOALS AND OBJECTIVES

Our **goal**

   To create a comprehensive approach to staff development, including training and staff enrichment that aligns with DSHS Human Resource Development Plan and Economic Services Administration Human Resources Development Plan (draft).

Our **objective**

   To implement an organized and formalized career development system to achieve a balance between the individual's career needs and the organization's workforce requirements. To ensure that there is an interface between current performance and future development including a linkage to the organization's human resource structures.

CURRICULUM DEVELOPMENT

Licensing Core curriculum requirements were developed by a committee comprised of experienced licensing staff. This committee developed many of these requirements through extensive licensing staff survey of training needs.
Curriculum development is contracted with an expert in content development and adult learning. The contractor meets regularly with the training team. Curriculum is developed based on the RCW, WAC, MAP, Policy Clarification Database, Policy Memos and Procedure Memos; NARA Licensing Curriculum will be used as a reference. These are the steps in the process:

1. Training needs are identified through training plans and staff development team
2. Trainers study materials, clarify policy/procedures, identify resources
3. Lead Worker meets with curriculum writer to pass on information
4. Curriculum writer meet with trainers to discuss training format and delivery ideas
5. Draft is produced
6. Diversity Committee reviews draft and submits feedback
7. Field Managers review draft and submits feedback
8. Policy Reviews the draft
9. Policy Approves draft
10. Implement training

FUTURE CORE TRAINING TO BE IDENTIFIED

- Health Specialist Core Training
- Supervisor Core Training
- Support Staff Core Training

LICENSOR CORE TRAINING MODULES

Licensing field staff are required to complete eight core modules (77-96 hours of core competencies) within the first year. Modules 1-4 are required within the first six months. The amount of training needed varies by job responsibilities and the need for computer skills training. These eight core modules are offered in the following order:

1. JOB BASICS (10-19 hours)
   - Job Basics and Workload Management – 5.5 hours
   - Licensing Resources – 3 hours
   - Ethics – 1.5 hours
   - Computer skills - up to 9 hours (Fees, Intro to CAMIS, Basic MS and internet functions)

2. LICENSING PROCESS (9-11 hours)
   - Home Licensing Process – 6 hours
   - Center Licensing Process – Part 1– 6 hours
   - Classic CAMIS – up to 2 hours
   - Creative Negotiation – 1.5 hours
   - Licensor Role – 1.5 hours

3. COMPLAINT PROCESS (11 hours)
   - Licensing Investigation (with CAMIS) – 6 hours
   - Interviewing – 5 hours

4. HEALTH AND FIRE (6-14 hours)
   - Health and Fire training for homes – 6 hours
   - Health training for centers – 6 hours
   - Fire training for centers – 4 hours
   - Center Licensing Process, Part 2 – 6 hours

5. CHARACTER AND WRITING (9 hours)
   - Plain Talk/Clear Writing for Licensors – 3 hours
   - Character & Suitability – BCCU – 6 hours

6. LEGAL (6 hours)

7. ENVIRONMENTS/PLAYGROUND (12 hours)
   - Environments training (new) in now offered – 6 hours
   - Playground training will be offered by the end of this year – 6 hours

8. ORIENTATION (12 hours)
   - Provider Orientation – 6 hours
   - Train the Trainer – 6 hours

All modules are delivered for new staff in each region. Sometimes the Northwest and Southwest regions rotate required training to facilitate greater access to training. Licensing field staffs attend a yearly three-day Fall Conference focused on identified licensing training needs. Ad Hoc training are created and delivered as needs arise.

STRUCTURED FIELD ASSIGNMENTS

The training unit is developing field assignments related to each module of core training. Field assignments are designed to assist licensors in gaining practical experience in each core skill area. These assignments may occur before or after a Licensor has completed a Core Module Training. For example, the following is a structured field assignment for an Initial Licensing visit:

Objective: The Licensor will be able to describe what to look for during an initial inspection.

Instructions:
1. A designated Supervisor/Trainer/Mentor (STM) will accompany licensor on an initial inspection.
2. Licensor will note and document:
   - How the provider is doing that meets or exceeds minimum licensing requirements;
   - How provider is meeting/not meeting requirements listed on the Licensing Checklist;
   - Items Licensor would place on the Facility Compliance Agreement; and
   - Any areas of concern noticed during the visit.

Debrief with a designated Supervisor/Trainer/Mentor:
1. Licensor will discuss what they observed and documented during the initial visit, along with an overall assessment of what transpired during the visit.
2. STM will give the Licensor feedback on what they observed and documented.
3. STM and Licensor will discuss what they found challenging during the visit (i.e. identifying areas of concern, interaction with the provider, etc).

ONE-TO-ONE TRAINING

"One-to-one" or on-the-job training is offered to any licensing staff. Licensors are encouraged to request a Regional Trainer's help when facing particularly difficult or challenging situations or struggling with some aspects of their job. Regional Trainers are able to engage in "one-to-one" training more frequently as more and more licensors complete Licensing Core Training.

LICENSING CORE TRAINING IN DEVELOPMENT

- Playground Training
- Personal Safety Training
- Plain Talk for Licensors
- E-curriculum for Job Basics, Licensing Tools and Computer Skills

TRAINING PLANS

A Training Plan outlines the skills or competencies related to specific job duties that staff should achieve. The Training Program uses three types of training plans:

2. **The individual training plan** is related to needs, objectives, and plans which guide the individual. The supervisor and the field staff negotiate the training plan yearly.
3. **The licensing office training plan** summarizes the specific needs, objectives, and plans for staff development which guide the office. This plan is reviewed and updated yearly.
4. **The region training plan** summarizes the overall needs, objectives, and plans for staff development which guide the agency. This plan is reviewed and updated yearly.

TRAINING EVALUATION

Pat Seigler, ESA's Human Resource and Strategic Development Manager, worked with DCCEL to take steps to expand our training evaluation using a model created by Donald L. Kirkpatrick
The Kirkpatrick approach is broken into four levels:

- Level One: Reaction (evaluation forms – "smile sheets")
- Level Two: Learning (pre and post tests)
- Level Three: Behavior (measuring changes in the way people do their work)
- Level Four: Results (measuring performance outcomes)

In 2005, DCCEL team began exploring the first level - Reaction. This level measures how training participants react to the content of the training and style of delivery. We reviewed our Training Evaluation Scores over the last two + years with some interesting and encouraging results. Generally, we found that most participants were very happy with the Regional Trainer's responsiveness, preparation and ability to make the training an engaging experience. Participants were also happy with the curriculum organization and flow. With a few trainings, we needed to improve the usefulness of the curriculum content to meet the licensors' expectations and needs.

The following is a list of DCCEL training we evaluated including the number of participants who filled out our feedback form:

- Ethics (50)
- Job Basics (73)
- Fee Payments (71)
- Center Licensing Process – Pt 1 (42)
- Center Licensing Process – Pt 2 (38)
- Home Licensing Process (61)
- Complaint Investigation (84)
- Interviewing (68)
- Fire Safety for Homes (54)
- Fire Safety for Centers (39)
- Health for Homes (53)
- Health for Centers (38)

- Character & Suitability Assessment (84)
- Legal Actions (74)
- Child Care Environments (87)
- Provider Orientation (82)

Our training feedback forms used a Likert scale of 1 (little) -5 (much) for participants to assess:

1. To what extent were the learning objectives met?
2. Was the content useful?
3. Was the content well organized?
4. Were the trainers well prepared?
5. Were the trainers responsive to your questions and concerns?
6. Was the training invigorating enough to keep your attention?
7. Did the training meet your needs?

Whenever 1/3 of the total participants answered one of the above questions with a score of 3 (some) or less, we knew we needed to improve some aspect of that training. Our assessment revealed the following concerns:

- **Character and Suitability:** 32% rated "some" to "little" (numeric scores of 3, 2 or 1) when assessing whether the training met their needs.

  Plan of Correction: One trainer had difficulty with this training and received lower ratings. The findings were not replicated with other trainers, so curriculum changes were not deemed necessary. However, this training is undergoing many new changes to incorporate BCCU information.

- **Provider Orientation:** 33% rated "some" to "little" when assessing usefulness of content; 35% rated "some" to "little" when assessing whether the training met their needs. However, most participants thought the learning objectives had been met.

  Plan of Correction: Curriculum was overhauled to better meet the needs of attendees. Two recent trainings showed improved scores. We plan to carefully monitor these training evaluation scores in the future.

- **Child Care Environments:** 33% rated "some" to "little" when assessing the usefulness of content; 39% rated "some" to "little" when assessing whether the training met their needs

  Plan of Correction: Many participants wanted more practical, "real world" examples of what good child care environments look like – and how to determine whether a child care environment meets WAC standards. Curriculum will be enhanced to incorporate participants' suggestions for improvement by June 30, 2006.

In 2006, DCCEL began using Pre and Post tests for Core Licensing Training. Evaluation of initial pre and post testing will be completed by September 2006.

Regional Trainers offered an additional 87 computer-related trainings (including CAMIS, Fee training, BCCU and MS software) not included in the following table. New Licensing Policy or WAC trainings and other non-core, ad hoc trainings are also not included. Basic Licensor Core Trainings were offered from October, 2003 to present as follows:

MODULE ONE – Job Basics

Training Name	Region	Date Delivered
Job Basics & Workload Management	**EWA**	**March 16, 2004** **March 18, 2004** **July 8, 2004** **August 9, 2005** **August 16, 2005** **September 18, 2005**
	NW	**January 8, 2004** **February 5, 2004** **February 12, 2004** **February 17, 2004** **March 3, 2004** **July 2, 2004** **February 23,2006**
	SW	**April 15, 2004** **April 27, 2004** **May 24, 2004** **July 1, 2004** **April 15, 2005** **July 20, 2005** **October 5, 2005**
Licensing Resources	**EWA**	**March 16, 2004** **March 18, 2004** **March 31, 2004** **April 6, 2004** **July 8, 2004**
	NW	**March 3, 2004** **July 2, 2004**
	SW	**March 3, 2004** **May 24, 2004** **July 1, 2004** **July 22, 2004** **October 9, 2004**

Ethics	ALL	October 7, 2003
	EWA	March 17, 2004 August 19, 2004
	NW	March 23, 2004 January 6, 2006
	SW	March 25, 2004 November 10, 2004 November 30, 2005

MODULE TWO – Licensing Process

Training Name	Region	Date Delivered
Licensing Process for Homes	EWA	June 23, 2004 September 14, 2004 September 16, 2004 November 23, 2004
	NW	June 1, 2004 June 2, 2004 May 16, 2005
	SW	June 16, 2004 July 7, 2004 December 7, 2005 April 25, 2006
Licensing Process for Centers – Pt 1	EWA	May 27, 2004 June 1, 2004
	NW	May 24, 2004 May 25, 2004 July 12, 2004 July 13, 2005 November 2, 2005 April 24, 2006
	SW	June 8, 2004 July 29, 2004 November 16, 2004 May 19, 2006
Creative Negotiation	EWA	March 17, 2004
	NW	March 23, 2004 November 8, 2004

	SW	March 25, 2004
	ALL	October 7, 2004
Licensor Role	All	October 7, 2003
	EWA	March 16, 2004 March 18, 2004 March 31, 2004 April 6, 2004 July 8, 2004 July 9, 2004
	NW	March 3, 1004 July 2, 2004
	SW	April 27, 2004 May 24, 2004 July 1, 2004 November 10, 2004

MODULE THREE – Complaint Process

Training Name	Region	Date Delivered
Licensing Investigations	EWA	April 4, 2004 December 21, 2004
	NW	April 12, 2004 April 15, 2004 September 7, 2004 August 3, 2005
	SW	March 17, 2004 April 22, 2004 May 25, 2004 August 8, 2005 December 14, 2005
Interviewing	EWA	April 29, 2004
	NW	May 5, 2004 September 29, 2004
	SW	May 26, 2004 July 6, 2005 May 16, 2006

MODULE FOUR – Health and Fire

Training Name	Region	Date Delivered
Licensing Process for Centers – Pt 2	EWA	June 17, 2004
	NW	July 22, 2004 July 30, 2004 November 16, 2004 April 25, 2006
	SW	August 25, 2004
Health for Centers	EWA	March 4, 2004
	NW	February 26, 2004 January 26, 2005
	SW	February 19, 2004 July 22, 2004 August 16, 2005
Fire for Centers	EWA	June 29, 2004 June 1, 2006
	NW	June 22, 2004 June 15, 2006
	SW	May 20, 2004 May 18, 2006
Health & Fire for Homes	EWA	May 4, 2004 June 2, 2004 June 23, 2005
	NW	May 11, 2005 June 30, 2005 November 14, 2005
	SW	May 13, 2004 June 10, 2004 January 9, 2006

MODULE FIVE – Character and Writing

Training Name	Region	Date Delivered
Character, Competency, Suitability – Background Checks	EWA	September 23, 2004 September 28, 2004 September 29, 2004 May 11, 2005
	NW	September 28, 2004 October 19, 2004 October 25, 2004
	SW	September 20, 2004 September 29, 2004 October 25, 2004
Clear Writing/Plain Talk for Licensors	EWA	September 1, 2004
	SW	October 3, 2004 October 4, 2004 November 4, 2004

MODULE SIX – Legal Actions

Training Name	Region	Date Delivered
Legal Actions	EWA	April 7 & 8, 2005
	NW	April 25 & 26, 2005
	SW	May 18 & 19, 2005 January 24, 2006

MODULE SEVEN – Indoor/Outdoor Environments

Training Name	Region	Date Delivered
Environments	EWA	March 9, 2006
	NW	February 27, 2006 May 15, 2006
	SW	February 28, 2006 April 17, 2006
Playgrounds (not delivered yet)		

MODULE EIGHT – Orientation

Training Name	Region	Date Delivered
Provider Orientation	EWA	December 2, 2004
	NW	December 8, 2004 November 28, 2005
	SW	December 6, 2004 June 12, 2006
Train the Trainer	EWA	August 10, 2005 September 16, 2005
	SW	February 1, 2006

STATE MANDATED TRAINING*

Required by RCW

- Basics of Supervision (for supervisors only)

- Contracts (for program managers who manage contracts only

- Ethics

- HIV/AIDS

- HIPAA

Required by WAC

- New Employee Orientation

- Civil Service (WMS employees only)

GOVERNOR'S EXECUTIVE ORDER

- Investigator Training (Supervisors, Licensors, Personnel investigators only)

1989 CENTENIAL ACCORD

- Government to Government (Selected managers and tribal liasons)

* See attachment for more information